

- Observaremos y contaremos un cuento preparado en Power Point, para que entre todos lo relatemos y en algunas ocasiones cambiaremos partes del cuento, para que lo identifiquen y añadiremos (la maestra) pequeños errores en el cuento, para que ellos lo identifiquen Por ejemplo: un perro con bigotes de gato, etc.

En definitiva, es esencial en esta etapa, dar a conocer a los más pequeños, cuentos sencillos e introducirles en un mundo imaginario, en contacto a menudo con las tradiciones y costumbres del grupo social al que pertenecen. A parte, es un marco ideal para crear una relación privilegiada donde el niño y la niña podrán participar, adelantar y recordar aspectos que siempre deben trabajarse en la Educación Infantil. ●

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Learning in the classroom: personality

Título: Learning in the classroom: personality. **Target:** Enseñanza del inglés en la ESO, Bachillerato, o ciclos formativos.
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There are so many theories in order to achieve a good lesson in the classroom while teaching. By a good lesson I mean a lesson where learners learn the most. Those theories are based on one or another method of those that I will mention later. Of course they can follow more than only one method at a time. But teachers should also have take into account the necessities of his or her students as well as their possibilities. By this I mean that teachers should know what kinds of students are taking the course, their personal characteristics. This is what I want to discuss in this article.

There are many studies that show that motivation is not the only important element on learning a second language. When scientists want to measure the type and degree of motivation they do by giving a test and a questionnaire to students. Both are scored and researchers investigate if a learner with a high score is also more likely to have a high grade on motivation.

But on the process of learning there are other factors implied, such as aptitude, motivation, extroversion and intelligence.

These four characteristics are not independent in the sense that, for example, one of them may affect the other three.

Learners who are successful may indeed be highly motivated. Some of the individual differences may contribute to success, but success also contributes to the enhancement of characteristics such as motivation, risk-taking behaviour, and the way of being in front of an aptitude measurement test.

About aptitude I would like to say that some individuals have an exceptional aptitude for language learning. Human beings show a high range of aptitude for learning a second language. In order to measure the aptitude learners have, there are two tests. One is the Modern Language Aptitude Test and the other the Pimsleur Language Aptitude Battery. Both measure the ability to identify and memorize new sounds as well as the ability to understand how words function grammatically in sentences and the process of memorizing new vocabulary. It is sure that those learners that have these aptitudes would be successful in learning.

On intelligence, many studies have their bases on the level of IQ the learner has. Intelligence may be more strongly related to certain kinds of second language abilities than others. This factor is more related to certain kinds of second language abilities than others. Other studies show that intelligence is more related to those second language skills which are used in the formal study of a language but that it is much less likely to influence the way in which oral communication skills are developed. We also can assure that intelligence is such strong factor in learning second language in the classroom, and more particularly when the instruction is formal. In a, let's say informal classroom, intelligence plays a less important role.

Taking into account personality, we have to know that it has not been easy to demonstrate its effects in empirical studies. Extroverted students are said to be successful in learning a second language and not the introverted ones. Inhibition is also quite important for this factor. This has to do with the way students face problems, the way are called or not risk-taking. Age is important with this fact. Normally, those students who are risk-takers are the younger ones. Many researches show that risk-takers students learn better and quicker than others. For students to do this, they must feel comfortable on the classroom. On personality other factors are included such as self-esteem, empathy, dominance, talkativeness, and responsiveness. Many researchers believe that personality will be shown to have an important influence on success in language learning. But we have to know that personality is not the only factor which affects second language learning. Students should have self-confidence. They should believe in themselves that are able to learn a second language. If they are not in this belief they would not success. Teachers should create a non-threatening atmosphere, comfortable for students.

Motivation and attitudes must be positive in second language learners. Motivation can be due to two aspects in learners. One is his or her own personal communicative needs and their attitudes towards the second language community. Depending on the learner's attitudes, learning a second language would be a source of enrichment or not. Internal motivation will not function on a learner who is learning because external pressure.

As students are all different among them according to the characteristics I have mentioned before, the teacher can not expect them to learn in the same way. There are some different learning styles

depending on the students. The teacher should take them, the different styles, into account to make the learning to be a success. Some learners are visual-learners, others are aural, other function by memorizing, other need to add physical action. Learners should find their own proper way of learning, because if they are imposed to one they would not feel comfortable and learning would not take place.

The age of acquisition is also an important factor to take into account while talking about learning. Depending on the age learning can be in a way or another. For all is known that achieve a full mastery of a second language is very difficult. Because this implies also to have a good accent; and those learners that start to study when they are old can not get it. There is a hypothesis called the Critical Period Hypothesis that suggests that human beings have a limit of age to achieve full mastery of the second language. Some studies have proved that older students have a noticeable foreign accent.

Another factor that I consider important for good language learning takes place is the language-culture connection. Culture and language are strongly linked. They can not be independent elements in a classroom. And, for all is known, language is a complex system which involves the culture of the people where this language is spoken. Students should not notice that they are in a process called acculturation by which learners become adapted to the new culture. The more positive you feel about that new culture the most comfortable you feel in the second language. This is a fact. We should make learners to understand similarities but also differences among cultures. ●

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